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ABSTRACT

This report presents findings of a Florida task force that focused on the integration of career, technology, and economic concepts into the academic curriculum. It contains the mission statement for the public school experience, lists student outcomes to be assessed at high school graduation, and defines career development and economic, technology, and vocational education. The task force's 10 recommendations are summarized. Members of the task force and of the Florida Commission on Vocational Education are listed, and background information on the task force is provided. Each of the 10 recommendations is then set forth in detail. The initiator, rationale, legal reference, and State Department of Education goal are provided for each. The recommendations are (1) development of an optional course, "Educational and Career Planning"; (2) legal provision for a required career plan for all students; (3) redesign of the vocational wheel; (4) funding of pilot programs to develop standards for comprehensive career development programs; (5) infusion of career development into preservice training; (6) funding of inservice training in career development; (7) redefinition of the role of the occupational specialist to include career development activities as a major focus; (8) dissemination of exemplary career development programs; (9) implementation of career education programs; and (10) funding of pilot career/interest clubs. (YLB)

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Career Education Infusion Task Force

REPORT & RECOMMENDATIONS 1988-89

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CAREER EDUCATION INFUSION TASK FORCE REPORT AND RECOMMENDATIONS

1988-89

Students may reach their potential by integrating career development, economic education and technology education into the total academic educational experience.

INTRODUCTION

Have you ever seen the eyes of a group of students come alive with the thrill of understanding, reflecting the good feelings of the children for themselves and their school experience? Then, have you seen those same eyes the next year not be able to look at you, because they were filled with disillusionment, disappointment, and sadness? To me, that sadness is the result of their present school experience.

Those eyes said, "How could you have given me a taste of fun learning that made me feel good about myself, and then take it away?". Taken away as the result of a highly-disciplined, unimaginative first grade teacher.

The hauting look of those eyes sent the message that this student's needs are greater than their present teacher is giving them. The driving motivation of our Task Force was to try to open doors to fun learning for all our children by trying to change the complexion of the public educational experience.

This document can do just that. In it are the beginning keys to revitalizing the educational process. The concepts could bring self-discovery, and self-motivation into the classroom.

The concepts of Career Development, Technology and Economics will help our children relate academic material to a concrete idea, understand why they need these concepts and, in the process, develop a positive self-image. These concepts can become the real tools with which to fight dropouts, drugs, pregnancy, truancy and delinquency. When you feel good about yourself and have a direction, you then do not need immediate gratification.

Many of our present day educators have to be introduced to how to use these creative forms of teaching methods and materials to infuse these educational concepts. It is unrealistic to wait for the gifted teacher to come along and light a fire for our children. Each teacher should be taught these skills.

We all must believe just about every child has the potential to be a winner, if we but allow their natural curiosity to come alive. They are so eager to understand and to see how they can fit into the scheme of things.

We want this excitement, this self-awakening for all children. If enough people, parents, educators and administrators would see the incredible benefits derived by adding career, technology and economic concepts to the academic curriculum, the finished product that would result would be so great. . .it would be worth any effort! We hope you can help us promote these concepts so they can move from this paper and into the classroom!

SPECIAL THANKS TO:

BETTY CASTOR, FLORIDA'S COMMISSIONER OF EDUCATION, for handpicking our dynamic group.

Dr. Judy Lombana, Project Director.

John McNeely, Staff Director for The Commission For Vocational Education, for being very helpful in our deliberations.

Pat Schwallie-Giddis, State Career Development Chairperson, many thanks for her energy and enthusiasm for our task. She had the open mind to permit us to first explore, then try on, and finally marry this three-sided concept of infusing not only career development concepts into the academic fabric we call curriculum, but also technology and economics.

In this report, you will feel our focus is the individual, the child. Our deliberations were fun, exciting, but definitely hard work. We now wait for your opinion. **Please do not put this report down before you have torn out the last sheet and given us your thoughtful evaluation. Thank You!**

Sandy Miller
Chairperson

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STATEMENT OF MISSION

The outcome of the public school experience should be individuals who can establish goals in each of their life roles, who can use the decision-making process and have made some decisions about the career plan for their future; who are familiar with the free enterprise system and the operation of a market economy; who understand the systems of technology and their impact on life; and who know how to apply academic knowledge.

STUDENT OUTCOMES

At the time of high school graduation, it is hoped the public school student will be able to:

a. Demonstrate a positive self-concept, in the process uncovering and developing talents and enhancing creative abilities.

b. Demonstrate the ability to adapt to a wide variety of vocational and life situations, incorporating broad transferable skills.

c. Demonstrate knowledge of employability skills.

d. Demonstrate knowledge of one's own vocational interests, aptitudes and abilities.

e. Demonstrate an awareness of the interrelationships of personal responsibility, good work habits and career opportunities.

f. Demonstrate appropriate interpersonal relationship skills.

g. Demonstrate knowledge of the competitive enterprise system and the operation of a market economy.

h. Demonstrate knowledge of how jobs are created, who creates them and why they are created.

i. Demonstrate knowledge necessary to be effective consumers, workers, and citizens.

j. Demonstrate knowledge of how careers relate to the wants and needs of an individual in a free society.

k. Demonstrate fundamental knowledge about technology and its effect on people, the environment and culture.

l. Demonstrate knowledge of technological concepts, processes and systems through individual insight, understanding and application.

m. Demonstrate how to apply tools, materials, processes and technical concepts safely and efficiently.

n. Demonstrate knowledge of post-secondary educational and occupational opportunities.

o. Demonstrate the ability to impliment appropriate problem solving and decision making abilities involving human and material resources processes and technological systems.

p. Develop and exhibit an educational/career plan for beyond high school, including lifelong learning.

DEFINITIONS

CAREER DEVELOPMENT is a lengthy process, beginning in kindergarten and continuing throughout the life span. Its goal is to help individuals prepare for career selection, plan educational and training experiences and promote successful career changes. The four elements of career development are self awareness, exploration, preparation and placement, and continuing education. For the purpose of this report, career development includes the concepts of technology and economic education.

ECONOMIC EDUCATION is a process of presenting students with an understanding of the free enterprise system and instill in them an appreciation for the operation of a market economy. The key elements in economic education are:

- presentation of basic economic concepts
- description of how these various concepts are interrelated
- comprehension of the structure and foundation of a free enterprise system
- understanding of the importance of the small business/ entrepreneurship to the national economy
- understanding of the relationship between public and private economic issues
- teaching the exercise of a reasoned, logical approach to decision making.

TECHNOLOGY EDUCATION is a comprehensive action-based educational program concerned with technical means, their evolution, utilization and significance; with industry, its organization, personnel, systems, techniques, resources and products; and their social/cultural impact.

VOCATIONAL EDUCATION programs provide job preparatory, exploratory, practical arts, and supplemental instruction designed to teach transferable skills to include instruction which integrate basic academic and vocational skills. These programs assist students in establishing goals in their lives, making decisions about their futures, and beginning the process of implementing those goals.

SUMMARY OF RECOMMENDATIONS

RECOMMENDATION *1*: EDUCATIONAL AND CAREER PLANNING COURSE

A course, tentatively titled "Educational and Career Planning" should be developed and included in the Course Code Directory as an optional offering for students in grades 9-12.

RECOMMENDATION *2*: CAREER PLAN

Florida Statute 230.2313 should be amended to include a requirement that all students grades 8-12 will have a written career plan. The plan should be reviewed annually by a counselor, occupational specialist, or teacher-advisor, as well as a parent or guardian.

RECOMMENDATION *3*: VOCATIONAL WHEEL

The vocational wheel should be re-designed for students in grades 6-9. The wheel should include, among other relevant areas, one year of study in technological orientation and exploration.

RECOMMENDATION *4*: PILOT PROGRAMS IN CAREER DEVELOPMENT

Pilot programs representing small, medium, and large school districts should be funded in order to develop standards for comprehensive career development programs, k-adult. These programs should include, among other areas, infusion of career education into the curriculum, economic education concepts, and technology education concepts.

RECOMMENDATION *5*: CAREER DEVELOPMENT PRE-SERVICE EDUCATION

Career development, including economic education and technology education, should be infused into pre-service training for counselors, occupational specialists, instructional personnel, and administrators.

RECOMMENDATION *6*:
CAREER DEVELOPMENT
INSERVICE TRAINING

Specified funds should be designated to provide annual in-service training for counselors, occupational specialists, instructional personnel and administrators. In-service training should address the areas of career development, economic education, and technology education.

RECOMMENDATION *7*:
ROLE OF THE OCCUPATIONAL SPECIALIST

Florida Statute 233.0681 should be revised to redefine the role of the occupational specialist. The revised role should include career development activities as a major focus.

RECOMMENDATION *8*:
IMPLEMENTING CAREER DEVELOPMENT

The Florida Department of Education should institute regular means of recognizing, sharing, rewarding, and supporting efforts by individual educators, schools, and school districts to implement exemplary career development programs.

RECOMMENDATION *9*:
MAXIMIZING STUDENT COUNSELING TIME

The Department of Education should actively support efforts by counselors and occupational specialists to coordinate the planning and implementation of career education programs.

RECOMMENDATION *10*:
PILOT CAREER/
INTEREST CLUBS

Specified funds should be designated to provide career/interest clubs in both elementary and secondary pilot program. These programs should be supportive through partnerships between industry and district personnel, and they should offer students extracurricular career experiences in structured but non-graded situations.

CAREER EDUCATION TASK FORCE

Chairperson: *Sandy Miller*

Members:	*Lewis Baber* *Don Fell* *Bill Howden* *Don MacNeale* *Barbara Moore* *Brent Prichard* *Dixie Sansom* *Lois Beth Emanuel* *Lynne Voltaggio*
Staff:	*Pat Schwallie-Giddis* *Judy H. Lombana* *John McNeely*

BACKGROUND INFORMATION

In order to gain perspective regarding the focus and mission of the Career Education Task Force, it is necessary to understand the body from which it developed. In 1984, Governor Robert Graham and the Florida Cabinet created the Florida Commission on Vocational Education. The mission of the commission was to make recommendations for improving vocational education in Florida through the year 2000.

In order to achieve its goal, the 34-member commission, chaired by Commissioner of Agriculture Doyle Conner, visited schools throughout the state, solicited opinions and information from numerous groups and individuals, and collected employment data. The Commission found excellent vocational efforts interspersed with mediocrity and made a number of recommendations designed to make Florida's educational system relevant for all students.

One of the primary conclusions of the Commission was that schools must completely integrate academic and vocational education, if they are to successfully prepare students for life in the "information age." The vast majority of occupations do not require a college education, while increasing occupational emphasis is placed on technology, interpersonal relations skills, and decision-making abilities. Consequently, the educational focus must change for most students if they are to relate their academic studies to preparation for life.

The Commission on Vocational Education made several recommendations which focused on the need for continuous attention to educational issues, as well as the need for participation by representatives of diverse groups. From these recommendations, the Career Education Task Force was developed. Commissioner of Agriculture Doyle Conner appointed the Task Force in 1987, naming Sandy Miller as Chairperson.

The Career Education Task Force is comprised of individuals representing the educational system, industry, the lay public, and various professional organizations. Its charge has been to extend the work of the Commission for Vocational Education, with an emphasis in career development. The Task Force has met as a body six times between October 1987 and June 1988. Additionally, subgroups have met several times to work on specific assignments. As a result of these meetings, presentations by distinguished colleagues, and surveys, the Task Force has developed ten recommendations, which are the focus of this report. All told, the Task Force on Career Education has expanded upon the efforts of the Commission on Vocational Education regarding the following areas:

* The needs of most of our students are not being met through the current educational format.

* Education must be made more practical and relevant in order to hold student interest and appropriately prepare them for life.

* Career development concepts need to be incorporated into the educational experience in a number of ways. Infusion of career development activities into the academic curriculum, as well as separate career development experiences, through classes and clubs, must be available to all students.

* There must exist an increased focus on technology and economic education which would include entrepreneur ship for all students.

* Efforts must be made to support the training of educators at both pre-service and in-service levels in order to upgrade their efforts to infuse career development, technology, and economic concepts into the educational system.

Florida Commission on Vocational Education Members

Doyle Conner, Chairman
Commissioner of Agriculture

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Director of Vocational, Adult, and Community Education,
Hardee County

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Ex-Officio
Ralph D. Turlington
Commissioner of Education

Career Development:
Meeting Our Students' Needs

The educational system in Florida is in crisis. Recent surveys show that our state has one of the highest dropout rates in the country, with only 66 percent of our students completing high school. Its cost in human and economic terms is devastating. Florida has the highest crime rate in the country, and studies have repeatedly shown a significant relationship between delinquency, poverty, unemployment, and lack of school completion.

As one of the fastest growing states, Florida's business makeup is rapidly changing. Technical skills, decision-making abilities, and critical thinking skills are becoming increasingly vital to job success, with high school graduation seen as a bare minimum. Investigations of both high school graduates and dropouts, as well as surveys of employers, have revealed that too many students are simply not being prepared for the world of work and that educators are not teaching the skills needed by the business community. The traditional academic curriculum appears to satisfy only a small minority of college-bound students; even those who stay in school are often disinterested, leading to disruptive behaviors, truancy, and ultimately to overt or covert rejection of academics. They comprise the large body of students at risk of dropping out, or if they graduate, have no clear pathway to function.

Attempts to pin-point the specific problem areas have pointed to five major deficits in our educational system:

* There is a lack of comprehensive career education programs in Florida schools. Although some excellent efforts do exist, they are often geared to a specific population or offered at limited grade levels.

* Courses are often not relevant to the "real world." Textbooks, teaching styles, rigid curricula, and other variables all contribute to the problem, but the end result is that students and employers alike frequently report little relationship between what is taught and what skills are needed on the job.

* There is a need for more vocational programs that address emerging economic trends.

* There needs to be greater awareness of and focus on differential learning styles of students. In spite of the fact that 75 percent of the population learns most effectively through sensory data and a "hands-on" approach, most teaching continues to be presented as though students are primarily intuitive learners. Hands-on learning provides a second way to learn, offering another chance to many learners.

* Both pre-service and in-service training for educators need to focus more directly on career development. At the present, the vast majority of leaders and administrators receive no training in career development. If they are to be expected to infuse these concepts into the curriculum they will need to know how to do it effectively.

Career development, including technological education and economic education, can successfully be infused into the curriculum. There is no reason to doubt that instructional personnel, school administrators, and guidance staff can make the educational experience exciting, meaningful, and relevant for our students, given appropriate support, models, and assistance. The Career Education Task Force offers the recommendations presented on the following pages as an important step toward achieving this goal.

EDUCATIONAL AND CAREER PLANNING COURSE

RECOMMENDATION 1: *A course, tentatively titled "Educational and Career Planning, " should be developed and included in the Course Code Directory as an optional offering for students in grades 9-12.*

INITIATOR: Florida Department of Education

RATIONALE: All students need to be exposed to career information, planning, and decision-making as a systematic, organized part of the school curriculum. At present, most students' experience with career development efforts is haphazard and narrow. Even those students who successfully complete school often have little knowledge of how to find a job, where to seek specific skill training, how to prepare for interviews, and other basic employability skills. An educational/career planning course could prove to be an important step toward a comprehensive career development program; additionally, it represents an excellent vehicle for districts that can provide only a limited offering to their students.

LEGAL REFERENCE:

STATE DEPARTMENT OF EDUCATION GOAL: Provide training in career decision-making.

CAREER PLAN

RECOMMENDATION 2:	*Florida Statute 230.2313 should be amended to include a requirement that all students in grades 8-12 will have a written career plan. The plan should be reviewed annually by a counselor, occupational specialist, or teacher-advisor, as well as a parent or guardian.*

INITIATORS: The Florida Legislature, the Department of Education, and school districts.

RATIONALE: Most Florida students who leave or graduate from high school have no definitive career plans or knowledge regarding available educational and/or employment opportunities. Current Florida statutes do not require students to include career plans as part of their curriculum record. Consequently, less than 35% of the school districts maintain any form of career plan and those which do exist vary greatly in quality. Career plans could incorporate a wide range of information, such as vocational interest inventory results, information regarding special interests and abilities, information regarding special interests and abilities, and experiential activities. The plans could be reviewed as students grow and change, providing a means to enlist students' commitment to their own futures as well as a way of involving parents.

LEGAL REFERENCE: 230.2313

STATE DEPARTMENT OF EDUCATION GOAL: Provide training in career decision-making.

VOCATIONAL WHEEL

RECOMMENDATION 3:	*The vocational wheel should be re-designed for students in grades 6-9. The wheel should include, among other relevant areas, one year of study in technological orientation and exploration.*

INITIATORS: The Department of Education and school districts.

RATIONALE: The vocational wheel as it is currently conceived (e.g., home economics, industrial arts) is out-dated due to technological advances. Furthermore, many school districts do not use the wheel concept at all. An updated version can help students understand the various components of career choice and can help bring laboratory instruction with a focus on hands-on experiences into the curricula mainstream.

LEGAL REFERENCE:

STATE DEPARTMENT OF EDUCATION GOAL: Communicate the importance of the role of education in meeting the demands of a competitive world market-place.

PILOT PROGRAMS IN CAREER DEVELOPMENT

RECOMMENDATION 4:	*Pilot programs representing small, medium, and large school districts should be funded in order to develop standards for comprehensive career development programs, k-adult. These programs should include, among other areas, infusion of career education into the curriculum, economic education concepts, and technology education concepts.*

INITIATORS: The Florida Legislature and the Department of Education

RATIONALE: At the present time, efforts to infuse career education into the curriculum are sporadic, and no models exist which have practical application for school districts of various sizes and compositions. Model programs can provide an excellent way to begin the development of comprehensive programs since parts or all of a given model can be disseminated to school districts. Model programs in other states have proven to be viable ways to involve a total community, including the private sector.

LEGAL REFERENCE: 229.601

STATE DEPARTMENT OF EDUCATION GOAL: Communicate the importance of the role of education in meeting the demands of a competitive world market-place.

CAREER DEVELOPMENT PRE-SERVICE TRAINING

RECOMMENDATION 5:	*Career development, including economic education and technological education, should be infused into pre-service training for counselors, occupational specialists, instructional personnel, and administrators.*

INITIATOR: The State University System

RATIONALE: If career development is to become a vital, integral part of students' educational experiences, educators will need preparation and support. Currently, instructional personnel, occupational specialists and school administrators typically have no pre-service training in career development, and preparation for counselors is often limited to one course. Educators cannot be expected to be able to emphasize career development, to infuse career education into the curriculum, or to develop comprehensive career development programs until they themselves are adequately trained and possess appropriate skills and teaching materials.

LEGAL REFERENCE: 229.601

STATE DEPARTMENT OF EDUCATION GOAL: Increase training for student services personnel.

CAREER DEVELOPMENT IN-SERVICE TRAINING

RECOMMENDATION 6:	*Specified funds should be designated to provide annual in-service training for counselors, occupational specialists, instructional personnel, and administrators. In-service training should address the areas of career development, economic education, and technology education.*

INITIATORS: The Florida Legislature and the Department of Education

RATIONALE: The vast majority of counselors, occupational specialists, instructional personnel and administrators currently employed in Florida schools have had extremely limited training in career development. Currently, no funds are ear marked for in-service training in career development and Teacher Education Center funds are seldom designated for such training. Intensive in-service (e.g., summer institutes) could serve not only as a means of upgrading educators' knowledge and skill in available programs such as VIEW and CHOICES, but could also help in the understanding and skills involved in economic education and technology education. Educators need the support and training in these important areas if they are to be expected to become committed to the concept of career development.

LEGAL REFERENCE:

STATE DEPARTMENT OF EDUCATION GOAL: Enhance priorities for in-service activities to improve technical and professional competencies of teachers.

ROLE OF THE OCCUPATIONAL SPECIALIST

RECOMMENDATION 7: *Florida Statute 233.0681 should be revised to redefine the role of the occupational specialist. The revised role should include career development activities as a major focus.*

INITIATORS: The Department of Education and school districts

RATIONALE: In accordance with Florida Statute 233.0681, the role of the occupational specialist focuses largely on vocational placement and follow-up. Recent technological advances have provided for computerized means of collecting placement and follow-up data (i.e. the Occupational Identifier Project), thus rendering this role less central to the work of occupational specialists. If legal changes in the form of role re-definition were provided, occupational specialists would be supported in their efforts to focus on direct career guidance services for students.

LEGAL REFERENCE: 233.0681

STATE DEPARTMENT OF EDUCATION GOAL: Communicate the importance of the role of education in meeting the demands of a competitive world market-place.

EXEMPLARY CAREER DEVELOPMENT PROGRAMS

RECOMMENDATION 8:	*The Florida Department of Education should institute regular means of recognizing, sharing, rewarding, and supporting efforts by individual educators, schools, and school districts to implement exemplary career development programs.*

INITIATOR: The Department of Education

RATIONALE: Many individuals, schools, and school districts have developed and implemented excellent components of career development programs. Unfortunately, no systematic means exist to disseminate these ideas to other districts, and these efforts are often unnoticed. If exemplary programs could be shared and rewarded, all school districts would benefit and individual schools would be encouraged to develop their own programs.

LEGAL REFERENCE: 229.602

STATE DEPARTMENT OF EDUCATION GOAL: Encourage private sector involvement in recognition programs for students and teachers.

IMPLEMENTING CAREER DEVELOPMENT PROGRAMS

RECOMMENDATION 9:	*The Department of Education should actively support efforts by counselors and occupational specialists to coordinate the planning and implementation of career education programs.*

INITIATORS: The Department of Education and school districts

RATIONALE: In many schools and school districts, counselors and occupational specialists spend the majority of their working time in non-guidance tasks. Activities such as clerical work, substitute teaching, and various forms of routine paperwork not only undercut their professional training, but also preclude students from obtaining needed services. The efforts of counselors and occupational specialists to implement career education programs will be enhanced by strong state and local support programs such as Teachers As Advisors..

LEGAL REFERENCE: 230.2313

STATE DEPARTMENT OF EDUCATION GOAL: Provide training in career decision-making.

PILOT CAREER/INTEREST CLUBS

RECOMMENDATION 10: *Specified funds should be designated to provide career/interest clubs in both elementary and secondary pilot programs. These programs should be supported through partnerships between industry and district personnel, and they should offer students extra-curricula career experience in a structured but non-graded format.*

INITIATORS: The Department of Education and school districts

RATIONALE: Extra-curricula activities have long proven to be a powerful intervention technique for all students and, in particular, for students at risk. Exposure to the business community in a non-graded setting will provide students with a clear understanding of the relationship between classroom eduction and specific occupations. Additionally, career/interest clubs provide excellent opportunities for interactions among school personnel, students, and parents. (Examples: 4-H, Boy Scouts, Girl Scouts, Junior Achievement, Service Organizations and the Mentor Program.)

LEGAL REFERENCE:

STATE DEPARTMENT OF EDUCATION GOAL: Provide training in career decision-making.

ACKNOWLEDGEMENTS

The members of the Career Education Task Force gratefully acknowledge the support, information, and advice provided by the following individuals:

Dr. Harry Drier, The National Center for Research in Vocational Education, Columbus, OH

Ms. Betty Sarlin (Sarasota)

Dr. Phillip Gearing (Jacksonville)

Dr. Bill Daggart (NY)

Dr. Jim Schott (Orange County)

Mr. Bill Woolley

Ms. Faye Johnson

CCD Support Staff

TEAR-OUT SHEET

The Career Education Task Force is interested in your input and feedback concerning the recommendations presented in this report. We hope you will complete the information requested below and send this form to:

Pat Schwallie-Giddis
Coordinator of Career Education
Florida Department of Education
Tallahassee, FL 32399

Name _____

Title _____

Address _____

City _____ Zip _____ Phone_____

Comments and/or suggestions:

Ideas for implementation:

Ways you would like to get involved:

____ Please add my name to your mailing list.

Attn: Pat Schwallie-Giddis
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